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and inactive. Read Pliny's description of the eruption of Vesuvius. (b) Location in relation to mountain ranges. (c) Formation. Laboratory experiment in formation of volcanoes. (d) Use of volcanoes. (e) Influence of mountains and volcanoes on the mythology and religious beliefs of primitive peoples. Location of noted sacred mountains.

Questions:

Can people living on a plain have an image of mountains?

How introduce a study of mountains to children of the plains?

What is the value of projected pictures over small photographs?

What is the best way of reproducing in miniature the processes of mountain-making?

Make a reading list for children on the subject considered during the month.

Write plan for teaching the subject to any class you may choose.

References: Scott, *Introduction to Geology*, pp. 332-342; Dana, *Manual of Geology*, pp. 24-28, 345-371; Geikie, *Text-book of Geology*, pp. 1071-1089; Reclus, *Mountains*; Hutchinson, *The Story of the Hills*; Reclus, *The Earth*; Mill, *Realm of Nature*.

History and Literature

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Elementary School

The value of our work in history depends largely upon the power of the pupils to relate the life of the past to present social conditions. For this reason, in planning the course of study, it was necessary to consider at each step the basis which the pupils had gained by actual experience. The chronological order of the subject-matter is not our guide in teaching children. Observation of events and participation in certain phases of community life furnish the only material by which they can interpret historic facts. The study of the past should react upon the present and give fuller meaning to experience. It will do this when social conditions and historical ideas and events are given their proper connection in our teaching. From such an arrangement of work we may hope for a gradual growth of interest in industrial conditions and local institutions, and may cultivate habits of looking beneath the surface of things to discover their meanings.

Although first-hand knowledge is valuable at all times in the study of history, still, when the children are beginning to

interpret the deeds of men, it is especially necessary that they should have material furnished by the immediate environment. This material may be found in the industries of the community, in local institutions, and in current events. From these we have selected, for special emphasis this quarter, the visit to a farm made by the entire school in October, and the presidential election. It is not intended that these shall be studied to the exclusion of those institutions which were made the basis of the course of study for each grade; these topics are to be considered because they are of especial interest at the present time, and considered by each grade in such a way as to aid the regular history work.

The trip to the farm has given the little children an opportunity to see the connection between the home and the farm, the source of some of the common foods, and the labor by which this food is produced. The methods of transportation of food to the city, and its distribution, with kinds of work and amount of labor involved, may also be considered.

In the middle grades, the children will compare an Illinois farm with one in New England and one in Virginia, and the work done now on the farm with that done in Colonial times. This involves the change from the home period of industry to the factory system.

The interest in the presidential election will be used in the higher grades to facilitate the organization of the pupils for their own government. The children will compare their methods in the election of officers with those used by the country in the election of its President. It also furnishes a good foundation for the study of the critical period of our history.

For the history work of each grade, see outline by the grade teacher. The general plan was given in the October number of the *COURSE OF STUDY*.

Secondary School

It was found after examining the students entered in Tenth and Eleventh Grades that, with few exceptions, they had not studied Ancient History. It was therefore thought advisable to let them all begin the study of ancient times, the Tenth and Eleventh Grade pupils proceeding more rapidly, if capable of doing so.

For the month of October the subject of study was Primitive Culture. The students were presented with the conditions of man on earth before he had any home, clothing, fire, or tools to work with. They traced man's development through savagery, barbarism, and the half-civilized stages, seeing how slow the improvements were, and how man adapted the material at hand to his needs.

From a relief map they studied the structural and climatic conditions of the continents with a view of finding out what advantages and disadvantages they presented to the development of primitive man. The great differences in the progress of the peoples inhabiting different parts of the

globe were thus partly accounted for. As their subsequent study was to be Egypt and Greece, the geography of Eurasia was considered and compared with that of North and South America. Why did man attain a higher development in Eurasia, and more particularly in the countries grouped around the Mediterranean Sea, than in North America? This problem led to a study of the isolated areas of Eurasia, with their extensive coastline and protective barriers. The students also considered the peculiar advantages afforded by the great flood plains to a primitive culture, as, for example, the Nile Valley, and that of the Euphrates and Tigris.

By this geographic study the students were impressed with the fact that man's progress has been dependent on and limited by the conditions of his environment. They have begun, probably, to appreciate the inborn longing of man for better things, his patience and perseverance in working them out; also what thanks are due to the unknown, nameless thinkers and workers of the past.

The materials for study books and pictures were found in our library, but objects seen on the visit to the Field Columbian Museum were still more useful.

The students were assigned topics for investigation, and the recitation time was used by them to give to the class the results of their inquiry and to discuss these results and their significance. Wherever drawing would make an idea clearer or show the pupils where their knowledge lacked accuracy, this mode of expression was used. Finally, the pupils wrote a paper on this subject embodying the main features of the work; these papers were criticised from the standpoint of thought matter as well as from that of composition and language.

Work for November—Ancient Egypt: After having gained some conception of the de-

velopment of man from savagery to the half-civilized stage, the pupils studied Egypt in order to investigate the oldest civilization, which has influenced more or less directly the onward movement of our race.

The progress and early civilization of Egypt is intimately connected with its geography, and an understanding of the physical condition of the country is therefore essential. The following topics were considered :

The Nile; characteristics of its flood plain. Cause of the inundations and the consequent fertility of the soil.

Irrigation; the "shaduf" and the "sakieh." Appearance of the Nile valley compared with surrounding deserts.

Climate and products of the Nile valley. Characteristics of the Nile valley reflected in development and history of the people.

Settled agricultural life encouraged. Large co-operative undertakings necessary, resulting in social and political organization. Protection against invasion by desert and sea, and consequent continuity of Egyptian history. Easy communication between parts of the country. Effect of monotonous agricultural life on the people. Scientific studies engaged in for the purpose of controlling the river, such as astronomy, engineering, etc. Relation between the religious beliefs of the people and geography of the country.

Did the isolated condition of the Nile valley always prove a benefit to the Egyptian people?

Did the geography of the country present favorable conditions for the building up of a great nation?

The pupils made maps of the country first in sand and then on the board. They were then taken on an imaginary trip up the Nile in order to awaken in them a genuine interest in Egypt. Descriptions, pictures, and stereopticon views were employed to give them a vivid image of the country as it is to-day, its people, and present social and political conditions. The monuments and objects of industrial and fine arts seen on the trip aroused a great many questions, which led to a study

of Ancient Egypt. For the sake of economy and more effective work, the class was organized into groups, each group selecting a certain topic for investigation. The reports given by these groups formed the basis of discussion in the recitations. Topics considered by the class:

Organization of Egyptian society; power invested in the king; division into priests, nobles, common people, and slaves.

Characteristics of Egyptian civilization. Political, social, moral, and religious ideas of the people; their occupations and customs.

Architecture, the pyramids, tombs, temples, etc.; their artistic merit. Peculiarities of Egyptian construction. Use of color.

Literature and science. Variety of Egyptian literature.

Different forms of writing; inscriptions on the monuments and in the tombs.

The principal events in the history of Egypt.

Books. All the students are provided with a general history. In the library:

References: Fisher, *Outlines of Universal History*; Tillinghast, *Universal History*; Sheldon, *General History*; Wilkinson, *Ancient Egyptians*; Philip Smith, *Ancient History of the East*; Dunker, *History of Antiquity*; Thalheimer, *Manual of Ancient History*; Ebers, *Egypt*; Cameron, *Egypt in the Nineteenth Century*; Amelia Edwards, *A Thousand Miles Up the Nile*; Penfield, *Present Day Egypt*; Maspero, *Dawn of Civilization*; Chipiez and Perrot, *History of Ancient Egyptian Art*; Amelia Edwards, *Pharaoh and Fellah*; Reber, *History of Ancient Art*; Birch, *Ancient Pottery*; Viollet-le-Duc, *Habitation of Man*; Fergusson, *History of Architecture*. Not in the library: Ebers, *Uarda*, *Homo Sum*, *Bride of the Nile*.

Work for December—The Homeric Age: As was the case with Egypt, a study of the geography of Greece is necessary in order to understand its history.

GEOGRAPHY. Position of Greece with regard to other countries. Indented coastline and numerous islands; effect on navigation. Natural division of the country; effect on the formation

of states. Differences in surface between parts of the country; effect on the development of the people, their occupations, character, and customs.

How would the division into many independent states affect the history of the Greek people? Advantages and disadvantages? Compare geography of Greece with that of Egypt. How are these geographic differences reflected in the civilization and history of the two nations? What natural advantages did Greece offer for the development of an early civilization?

The method of study is similar to the one indicated in the outline of work on Egypt. There will be an imaginary visit to the ruins of Tiryns and Mycenæ by the aid of descriptions and pictures. The pupils will study about the Homeric Age in their own text-book, Botsford's *Greece*, and will also be referred to the material at hand in the library. The study of the *Iliad* will be a necessity, as it will throw light on many questions and give a picture of the state of society in prehistoric Hellas. Subjects for study:

Organization of society: Power of the king, on what it was based; of the council of elders; of the general assembly. Classes of people: nobles, freemen, slaves; condition of each class.

Character and customs of the people; their home life and occupations. Their moral and religious ideas.

Construction of palaces and houses.

The *Iliad* as a character study; the characters of Achilles, Hector, etc.

The influence of the *Iliad* upon Greek life and ideals.

Its literary value and place in the world's literature.

Greek mythology.

References: Mahaffy, *Old Greek Education*; Church, *Pictures from Greek Life and Story*; Curtius, *History of Greece*; Guerber, *Story of the Greeks*; Christopher Wordsworth, *Greece*; Coulanges, *The Ancient City*; Von Falke, *Greece and Rome*; Guhl and Köner, *Life of the Greeks and Romans*; Mahaffy, *Old Greek Life*; *Dictionary of Greek*

and Roman Antiquities; *Iliad*, Homer, translated by Bryant; Menatt, *The Mycenaean Age*.

American History in Twelfth Grade

Channing's *Student's History of the United States* is used as a text-book by the class.

The geography of the country was studied from physiographic maps. The students first considered the necessities of primitive people in the hunter, shepherd, and early agricultural stages, and then tried to discover how the geography of America is adapted to be the home of people in each of these stages. The following questions were discussed:

Advantages and disadvantages of the tropical forest regions; of the temperate forests; of the Cordilleran regions; which offered the best conditions for the development of civilization, and why; aboriginal tribes occupying each region and their stage of culture; parts of the Old World which offered the best conditions and had the earliest civilizations; continents best adapted for the development of early civilizations; animals and plants of America as compared with the Old World, and effects of these upon aboriginal life.

This preliminary work led the pupils to inquire into the topography of the country — its temperature and rainfall — and prepared the way for the study of Channing's chapter on *Geography*. Payne's *History of America* (Vol. I) is especially valuable for this work.

The pupils next considered the adaptability of the country to European people, using Channing's *Introduction* and references as a basis. Each student was required to investigate a special topic and give the results of his work to the class. They drew maps showing important points in the structure of the country.

Under Discovery and Exploration individual students investigated the following topics:

Geographical ideas of Homer and Herodotus; of Plato and Aristotle; of Pomponius Mela and Ptolemy. See Bunbury's *History of Ancient Geography*, Tozer's *History of Ancient Geogra-*

phy, Payne's *History of America* (Vol. I), and Fiske's *History of America* (Vol. I).

Norse Discoveries; effects of the Crusades; lines of trade to the East; Venice in the Middle Ages; Marco Polo and Mongol rule in Asia; the Turks and loss of lines of trade. See Winsor's *Narrative and Critical History* and Winsor's *Columbus*.

Portuguese voyages; Spain and the Moors; Toscanelli; Columbus; Cortez and the Aztecs; Pizarro and the Incas; Champlain and French ideas of colonization; Raleigh; the Spanish Armada and its results. References in Channing's *History* and *Guide to American History*.

The pupils used wall-maps in the school collection which show the growth of geographical knowledge, and also drew maps for their own use.

Lowell's *Columbus* and Tennyson's *Columbus* were read in class recitation. For other literature, see Miss Fleming's plan for Oral Reading.

In Colonial History we studied especially Massachusetts, Virginia, and New York as typical colonies of the different sections of the country. Our work followed two lines, one tracing the development of English ideas in this country and the other the effect of environment in shaping the growth of our institutions. The following topics suggest the order of work: Cause of settlement; character of colonists; geography of country occupied; influence of geography upon occupations; influence of occupations upon social life; government established; colonial industries; present economic conditions compared with those of colonial times.

In December, our subject will be the Revolutionary struggle. By study of the writings of the "fathers" we shall seek to discover the political ideas which animated

them, and shall then compare those ideas with the political theories of our own time. Reading of Locke's second treatise on *Civil Government* will be made the foundation for this study.

Professional Class

The work of the professional class for this quarter is confined to preparation for teaching in the first three grades. This involves a careful study of the subject-matter, the adaptation of this subject-matter to the children, and such hand-work as will enable the students to teach the primitive industrial arts. They are working in clay-modeling and pottery, in spinning with the spindle and distaff and with the wheel, and in weaving with the simple hand loom, and they are making a loom of wood. They are also experimenting with stone tools, and later will undertake some work in metals.

References: Mason, *Origins of Invention and Woman's Share in Primitive Culture*; Joly, *Man before Metals* (especially good for the study of the Cave Man); Starr, *Some First Steps in Human Progress and Indian Life*; Morgan, *Houses and House Life*; Viollet-le-Duc, *Homes and Habitations of Man*; Keller, *Lake-Dwellers of Switzerland*; Figuier, *Primitive Man*; Dawkin, *Early Man in Britain and Cave-Hunting*; Evans, *Ancient Stone Implements*; Nadaillac, *Manners and Monuments of Prehistoric Peoples and Prehistoric America*; Morgan, *Ancient Society*; Tylor, *Primitive Culture, Early History of Mankind and Anthropology*; Ratzel, *History of Mankind*; Lubbock, *Prehistoric Times*; Rau, *Early Man in Europe*; Waterloo, *Story of Ab*; Butterworth, *Industrial Arts*; Hale, *Stories of Invention*; Parton, *Captains of Industry*; Knight, *Mechanical Dictionary*; Bigelow, *Useful Arts*; Lodge, *Pioneers of Science*; Hammersley, *Book of Illustrious Mechanics*; Chase and Blow, *Stories of Industry*.